

# KINDERGARTEN: MY WORLD

## Considerations for Curriculum Development

### **Kindergarten Contextual Theme: All About Me**

*Me, my family and my surroundings.*

### **Assumptions and Goals of Curriculum Development**

The focus of kindergarten will be to provide students with rich explorations around the things that affect them and their personal environment. Students will develop an understanding of themselves, their families and their surroundings, while applying the disciplinary core concepts of civic mindedness, economic decision making, geographical reasoning and historical thinking through multiple perspectives and viewpoints. This grade will expose students to the activities happening around them: in their classrooms, schools, neighborhoods and lives. Throughout kindergarten, students should be afforded ample opportunities to begin to engage in all Practices of the Inquiry Cycle.

**Summative grade level compelling questions may include, but are not limited to, the following:**

How am I unique?  
What are things people need and want?  
Why do people live in different places?  
How can we learn about the past?

### **Contextual Inquiries by Disciplinary Core Concept**

#### **Civic Mindedness**

Who am I?  
Who is my family?  
What is school?  
What rights do I have?  
What rules do we have in class, at school and at home?  
What happens if I break the rules?  
What responsibilities do we have in class, at school and at home?  
How do I show someone respect?  
Who are authority figures?

## **Economic Decision Making**

How do I share?

How do I decide what I really need?

What things do we buy?

What are jobs people have?

## **Geographical Reasoning**

Where do I live?

Where is my school located?

What is weather and climate?

What are the seasons of the year?

How do I use a map?

What does it look like outside?

## **Historical Thinking**

How do people change?

What is life like today compared to the past?

What are holidays we celebrate?

What traditions does my family have?

## **Civic Mindedness**

**K.CM.1 Civic and Political Institutions** *Identify the roles and responsibilities of community members.*

**K.CM.2 Participation and Deliberation: Applying Civic Virtues and Democratic Principles** *Describe how people treat each other, then demonstrate respect for authority and peers.*

**K.CM.3 Processes, Rules and Laws** *Describe rules in various settings.*

**Key Idea:** I may be similar to those in my community, but I am unique.

**Students, who demonstrate understanding of these standards, can address the following compelling questions:**

Why do we have responsibilities at home, at school and in the classroom?

How should we treat each other?

Why do we have rules?

**Students, who demonstrate understanding of these standards, can address the following supporting questions:**

What is a responsibility?

What is respect?

What are rules?

**Fundamental Understandings:**

*Students will understand the following:*

- We have responsibilities based on where we are and these responsibilities may change over time.
- Others deserve to be treated as you would want to be treated.
- Everyone has rules.

**Key Concepts:**

*May include, but are not limited to:* authority, basic functions of government, citizens, civic participation, communities, competition, compromise, conflict, cooperation, democratic principles, fairness, friendship, general welfare, laws, leaders/leadership, order, peers, resolution, respect, responsibilities, rights, roles, rules, security, volunteering, etc.

## **Economic Decision Making**

**K.EDM.4 Economic Decision Making** *Explain how scarcity of resources affects individuals' choices.*

**K.EDM.5 Exchange and Markets** *Explain how people purchase goods and services.*

**K.EDM.6 National Economy** *Describe examples of goods and services.*

**K.EDM.7 Global Economy** *Describe the origins of goods and services.*

**Key Idea:** People make economic decisions and choices.

**Students, who demonstrate understanding of these standards, can address the following compelling questions:**

Why can't I have everything I want?

How do I get what I want and need?

What are things we can buy?

Where do the things we buy come from?

**Students, who demonstrate understanding of these standards, can address the following supporting questions:**

What is scarcity?

How do I earn money?

What are goods and services?

Where are goods and services produced?

**Fundamental Understandings:**

*Students will understand the following:*

- People want more things than there are available.
- People earn money in different ways to buy the things they want and need.
- There are differences between goods and services.
- A lot of producers make goods and services.

**Key Concepts:**

*May include, but not limited to the following:* allowance, availability, choices, chores, factories, farms, gifts, goods, money, natural resources, needs, origins, purchases, resources, saving, scarcity, services, spending, stores, trading, wants, work, etc.

## **Geographical Reasoning**

**K.GR.8 Spatial Views of the World** *Create models of familiar places.*

**K.GR.9 Human-Environment Interaction** *Identify the characteristics of climate and explain how it affects peoples' lives in specific places.*

**K. GR.10 Human Populations Spatial Patterns and Movements** *Explain how and why people move.*

**K. GR.11 Global Interconnections** *Identify ways that physical and cultural characteristics may affect people living in a place.*

**Key Idea:** People live in different places for different reasons.

**Students, who demonstrate an understanding of these standards, can address the following compelling questions:**

What can we learn from geographic models?

How does climate affect our lives?

What causes people to move?

How does where I live influence who I am?

**Students, who demonstrate understanding of these standards, can address the following supporting questions:**

What is a model?

What is climate?

How do I move from one location to another?

What is culture?

**Fundamental Understandings:**

*Students will understand the following:*

- Models are pictures of places.
- Climate affects where and how I live.
- There are a lot of reasons why people move.
- The physical environment affects where and how I live.

**Key Concepts:**

*May include, but not limited to the following:* cause and effect, cultural characteristics, directions, familiar place, location, models (e.g., sketch, drawing, physical structure), movement, physical characteristics, place, (e.g., classroom, school, neighborhood), etc.

## **Historical Thinking**

**K.HT.12 Chronological Reasoning: Causation and Continuity** *Create a chronological sequence and generate a possible cause for an event.*

**K.HT.13 Historical Understanding: Contextualization and Perspectives** *Compare different perspectives of people.*

**K.HT.14 Historical Arguments** *Identify a possible reason for historical developments and events.*

**K.HT.15 Interpretation and Synthesis** *Identify different kinds of historical sources.*

**Key Idea:** Everything we do may have an effect on someone or something.

**Students, who demonstrate understanding of these standards, can address the following compelling questions:**

How are events related?  
Why do people have different views?  
What causes events to happen?  
How do sources help us to understand the past?

**Students, who demonstrate understanding of these standards, can address the following supporting questions:**

What is a chronological sequence of events?  
What is perspective?  
What are historical developments and events?  
What are historical sources?

**Fundamental Understandings:**

*Students will understand the following:*

- The past shapes the events of today.
- Experiences make us who we are.
- Knowing why things happened helps us to learn about ourselves and others.
- We can learn about the past by looking, listening and watching stories.

**Key Concepts:**

*May include, but not limited to the following:* cause and effect, chronological sequence, event, examples, fact, historical development, historical event, historical sources, history, opinion, past, perspective, point-of-view, reliable, sequence, etc.